

YATELEY SCHOOL **Y9** LEARNING JOURNEY

This is a big year for all Year 9 students... you will soon be making choices that affect the rest of your life when you choose your options. This year you'll continue to take a wide range of subjects but importantly you'll be deciding those subjects you wish to continue, the new subjects you want to start and also the other subjects you want to drop. Give it your all this year... your GCSEs are just around the corner!

OUR SUBJECTS



ENGLISH

x6 lessons



MATHS

x7 lessons



SCIENCE

x6 lessons



PHYSICAL EDUCATION

x2 lessons



PSHE

x1 lesson



HISTORY

x3 lessons



GEOGRAPHY

x3 lessons



MFL

x4 lessons



COMPUTER SCIENCE

x1 lesson



RELIGIOUS STUDIES

x1 lessons



DESIGN TECHNOLOGY

x1 lesson



FOOD TECHNOLOGY

x1 lesson



ART

x1 lesson



DRAMA

x1 lesson



MUSIC

x1 lesson



DANCE

x1 lesson

OUR LEARNING VALUES



AMBITIOUS

Ambition can take us anywhere. It is transformational. It makes the extraordinary possible.



CURIOS

Curiosity should lead us to ask questions, be sceptical, make mistakes and learn from it all.



TENACIOUS

We have to be tenacious, determined and relentless in the face of challenge.

OUR CULTURAL VALUES



Be on time, equipped with what you need and ready to learn.



RESPECTFUL

Be respectful in all our actions and interactions with each other.



SAFE

Work together to keep each other safe from any harm.

2024-25 Calendar

September 2024		October 2024		November 2024	
Mon-02-Sep-24:	INSET	Tue-01-Oct-24:	Schools & Doctors Meeting	Mon-04-Nov-24:	GCSE Resits
Tue-03-Sep-24:	Year 7 & 12 Start	Wed-02-Oct-24:	Y6 Open Morning #1	Tue-05-Nov-24:	Y8 Stay Safe Day
Wed-04-Sep-24:	Year 7, 10 Photographs	Thu-03-Oct-24:	Y6 Open Morning #2	Tue-05-Nov-24:	GCSE Resits
Wed-04-Sep-24:	Y8, 9, 11, 13 staggered start.	Thu-03-Oct-24:	6th Form Open Evening	Wed-06-Nov-24:	Y8 Stay Safe Day
Wed-11-Sep-24:	Y12 Parents Information Eve	Wed-09-Oct-24:	6th Form Freshers' Party	Wed-06-Nov-24:	Y8 Parents Stay Safe Evening
Mon-16-Sep-24:	Y11 Geography Field Trip	Thu-10-Oct-24:	Y7 Tutor Evening	Wed-06-Nov-24:	GCSE Resits
Fri-20-Sep-24:	D of E Silver Expedition	Mon-14-Oct-24:	House Dance	Thu-07-Nov-24:	6th Form Parents Eve
Fri-20-Sep-24:	Y11 Geography Field Trip	Tue-15-Oct-24:	House Dance	Thu-07-Nov-24:	Y8 Stay Safe Day
Wed-25-Sep-24:	Y6 Open Evening	Tue-15-Oct-24:	Senior Maths Challenge	Thu-07-Nov-24:	GCSE Resits
Wed-25-Sep-24:	Maths Olympiad for Girls	Fri-18-Oct-24:	It's Not OK	Fri-08-Nov-24:	GCSE Resits
Fri-27-Sep-24:	Y11 Geography Field Trip	Mon-21-Oct-24:	Y8 BUDE Trip	Mon-11-Nov-24:	GCSE Resits
		Tue-22-Oct-24:	Y8 BUDE Trip	Tue-12-Nov-24:	INSET
		Wed-23-Oct-24:	Y8 BUDE Trip	Thu-14-Nov-24:	Y8 Parents' Evening
		Thu-24-Oct-24:	Y8 BUDE Trip	Fri-15-Nov-24:	6th Form 4-Legged Race
		Thu-24-Oct-24:	Y11 Parent Information Eve	Mon-18-Nov-24:	Y9 Options Tasters
		Fri-25-Oct-24:	Y8 BUDE Trip	Tue-19-Nov-24:	Y9 Options Tasters
		Fri-25-Oct-24:	Iceland Trip Departs	Wed-20-Nov-24:	Y10 Programming Comp
		Mon-28-Oct-24:	Iceland Trip	Thu-21-Nov-24:	6th Form Taster Day
		Tue-29-Oct-24:	Iceland Trip	Thu-21-Nov-24:	Careers' Fair
		Wed-30-Oct-24:	Iceland Trip	Fri-22-Nov-24:	Art Mock
				Tue-26-Nov-24:	House Drama
				Wed-27-Nov-24:	House Drama
				Thu-28-Nov-24:	Y9 Parents' and Options Eve
				Thu-28-Nov-24:	Flu Vaccinations
				Fri-29-Nov-24:	INSET

Please note: All dates are subject to change. Our most up-to-date calendar can always be found at <https://www.yateleyschool.net/events-calendar/>

December 2024		January 2025		February 2025	
Mon-02-Dec to Fri-13-Dec Year 11 Mock Examinations		Wed-22-Jan-25:	Y11 Parents' Evening	Tue-04-Feb-25:	Dance Live Competition
Thu-12-Dec-24:	iRock	Thu-23-Jan-25:	INSET	Thu-06-Feb-25:	Y11 Childcare Assessments
Thu-12-Dec-24:	6th Form Christmas Party	Wed-29-Jan-25:	Intermediate Maths Challenge	Fri-07-Feb-25:	Y11 Childcare Assessments
Mon-16-Dec-24:	Y10 Christmas Fair			Mon-10-Feb-25:	Y13 Childcare Assessments
Tue-17-Dec-24:	Y12 Criminology Exam			Tue-11-Feb-25:	Y13 Childcare Assessments
Wed-18-Dec-24:	Y12 Criminology Exam			Wed-12-Feb-25:	Y13 Childcare Assessments
Fri-20-Dec-24:	1/2 Day			Thu-13-Feb-25:	Y12 & Y13 Parents' Evening
				Thu-13-Feb-25:	Y11 Childcare Assessments
				Fri-14-Feb-25:	Y11 Childcare Assessments
				Mon-17-Feb-25 to Fri-21-Feb-25: Ski Trip	
				Mon-24-Feb-25 to Fri-28-Feb-25: Y12 Geography Field Trip	

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March 2025		April 2025		May 2025	
Tue-11-Mar-25:	Gremlin Dance Competition	Tue-01-Apr-25:	House Music	Throughout May: GCSE examinations	
Thu-13-Mar-25:	Y11 Drama Exams	Thu-03-Apr-25:	Y10 Parents' Evening	A-Level examinations	
Thu-13-Mar-25:	Y7 Parents' Evening	Thu-24-Apr-25:	GCSE Art Exams	Thu-01-May-25:	Junior Maths Challenge
Tue-18-Mar-25:	iRock Concert	Fri-25-Apr-25:	GCSE Art Exams	Thu-01-May-25:	A-Level Art Exams
Fri-21-Mar-25:	Y13 Drama Exams	Wed-30-Apr-25:	A-Level Art Exams	Fri-02-May-25:	A-Level Art Exams
Wed-26-Mar-25:	INSET			Wed-21-May-25:	Places of Worship RS Trip
Thu-27-Mar-25:	Y7 Gurdwara Trip			Fri-23-May-25:	Y13 Leavers' Assembly
Mon-31-Mar-25:	Y8 HPV Vaccinations				

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June 2025		July 2025		August 2025	
Thu-12-Jun-25:	Y10 GCSE Drama Exams	Tue-01-Jul-25:	Sports' Day (Field)	14 August 2025 A-Level Results	
Tue-17-Jun-25:	Y12 Drama Exams	Wed-02-Jul-25:	Y6 Induction		
Fri-20-Jun-25:	Sixth Form Prom	Thu-03-Jul-25:	Y6 Induction		
Tue-24-Jun-25:	6th Form Link Day	Thu-03-Jul-25:	Y6 Parents' Evening		
Fri-27-Jun-25:	Y11 Prom	Fri-04-Jul-25:	Sports' Day (Track)		
Fri-27-Jun-25:	German Trip Departs	Mon-07-Jul-25:	Yateley Young Designers		
Mon-30-Jun-25:	German Trip Returns	Tue-08-Jul-25:	Yateley Young Designers		
		Tue-08-Jul-25:	iRock Concert (Drama Studio)		
		Wed-09-Jul-25:	Yateley Young Designers		
		Thu-10-Jul-25:	Y10 Work Experience		
		Fri-11-Jul-25:	Y10 Work Experience		
		Fri-11-Jul-25:	Yateley Young Designers		
		Tue-15-Jul-25:	Y7-Y11 Awards Evening		
		Wed-16-Jul-25:	Main School Production		
		Thu-17-Jul-25:	Main School Production		
		Fri-18-Jul-25:	Y9 Graduation		
		Mon-21-Jul-25:	Sports Personality		
		Tue-22-Jul-25:	School Prizegiving (1/2 Day)	21 August 2025 GCSE Results	

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Dates, Events and Extra Curricula Opportunities

Holiday Dates:

Autumn half-term holiday Monday 28 October 2024 to Friday 1 November 2024	Spring half-term holiday Monday 17 February 2025 to Friday 21 February 2025	Summer half-term holiday Monday 26 May 2025 to Friday 30 May 2025
Christmas holiday Monday 23 December 2024 to Friday 3 January 2025	Easter holiday Monday 7 April 2025 to Monday 21 April 2025	Summer holiday Wednesday 23 July 2025 to Tuesday 2 September 2025

INSET Dates for 2024–2025	
Date	Event
Monday 02 September 2024	INSET Day #1
Tuesday 03 September 2024	Year 7 and Year 12 only
Wednesday 04 September 2024	08.45am = Y7 and Y10 10.20am = Y8, Y9, Y11, Y12 and Y13
Wednesday 25 September 2024	1.10pm finish
Tuesday 11 November 2024	INSET Day #2
Friday 29 November 2024	INSET Day #3
Friday 20 December 2024	1.10pm finish
Thursday 23 January 2025	INSET Day #4
Wednesday 26 March 2025	INSET Day #5
Reporting Dates	
Thursday 21 November 2024	Academic Report #1
Thursday 28 November 2024	Year 9 Parents' Evening and Options (in-school)
Tuesday 14 January 2025	Options Submission Deadline
Thursday 13 February 2025	Academic Report #2
Monday 19 May 2025	GCSE Options Confirmation (provisional date)
Thursday 12 June 2025	Academic Report #3

Communication:

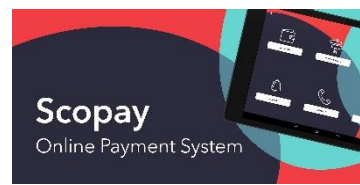
As a school we like to keep in touch using social media and three essential apps. We encourage all parents to download these (if they can) for seamless home/school communication.



Our main app, showing how your child is getting on at Yateley.



See the homework/classwork we are setting at school.



Make payments for trips, events, food and much more.



We also email a weekly Parents' Bulletin on a Friday newsletter, which can also be found at:

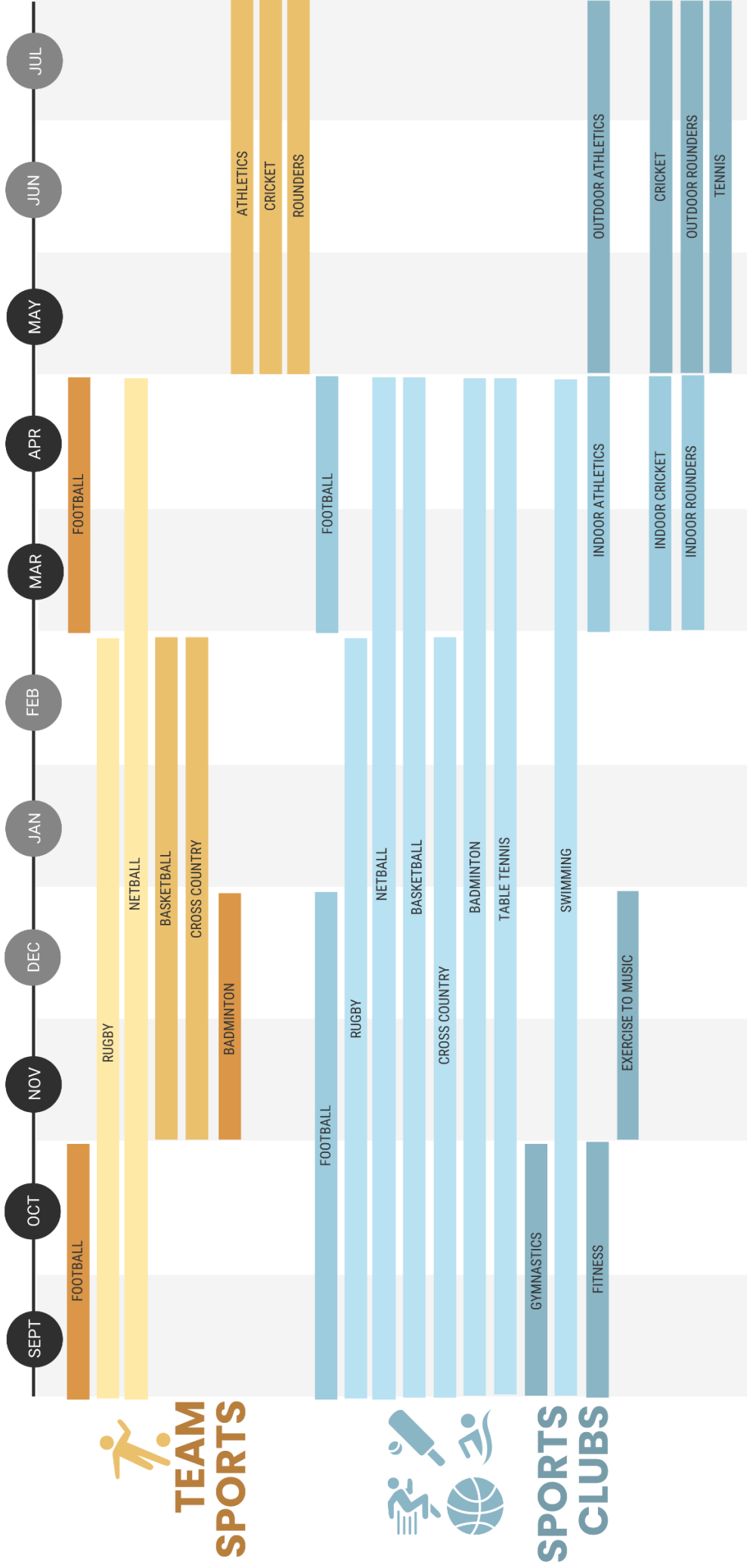
<https://www.yateleyschool.net/newsletters-2024-25>

Extra Curricula Opportunities (by category)

Extra Curricula Activity:	Start	End	Participating Year Groups							Location	Contact
			7	8	9	10	11	12	13		
Student Groups											
Anti-Bullying Ambassadors	Sep	Jul								TBC	Mr R Keeble
Welfare and Wellbeing	Sep	Jul								TBC	Mr R Keeble
Inclusivity and Diversity	Sep	Jul								TBC	Mr R Keeble
Student Voice	Sep	Jul								TBC	Mr R Keeble
Subject Workshops											
Art: GCSE Booster Sessions	May	Apr								B3.5	Mrs S Breen
Art: KS3 Club	Oct	Jul								B3.5	Mrs S Breen
Business Studies: Christmas Fair	Sep	Dec								School Hall	Miss J Nicholson
Business Studies: Young Enterprise	Sep	Apr								BB4	Mr J Burgham
Computing: Computer Club	Sep	Jul								C2.8	Mrs C Cobbold
English: Creative Writing Club	Sep	Jul								D1.5	Mrs S Meadows
English: Debate Club	Sep	Jul								D1.8	Mrs C Robinson
History: History Club	Sep	Jul								D2.4	Miss N Davies
Food: Baking Club	Apr	May								TE2	Mrs J Buttle
Maths: Wednesday club/drop-in	Sep	Jul								C2.1	Mrs K Colloff
Maths: Sixth Form Wed drop-in	Sep	Jul								C2.1	Mrs K Colloff
Maths: Cipher Challenge	Sep	Dec								C2.7	Mrs K Colloff
Photography: Y9 Workshop	Jun	Jul								B3.3	Miss N Parish
Tech: STEM Master Classes	Sep	Jul								BG1	Miss S Williams
Tech: Wednesday Maker Space	Sep	Jul								BW1	Ms S Coffey
Performing Arts: Dance											
Dance Live Auditions (Mon-16-Sep)	Sep									Dance Studio	Mrs H Wearing
Dance Live 2025 (Tue-04-Feb-25)	Sep	Feb								Portsmouth	Mrs H Wearing
House Dance (14+15-Oct-24)	Sep	Oct								Dance Studio	Mrs H Wearing
KS3 Dance Club	Sep	Jul								Dance Studio	Mrs H Wearing
Gremlin Dance Challenge (12-Mar-25)	Jan	Mar								TBC	Mrs H Wearing
Boys Dance Project	Jan	Mar								Dance Studio	Mrs H Wearing
Performing Arts: Drama											
House Drama Rehearsals	Sep	Oct								Drama Studio	Mrs A Affleck-Cruise
House Drama Performance	Nov									Drama Studio	Mrs A Affleck-Cruise
Main school rehearsals + show	Nov	Jul								Drama Studio	Mrs A Affleck-Cruise
Performing Arts: Music*											
Christmas Concert	Dec									Main Hall	Mr R Croft
Guitar Ensemble (Tue breaktime)	Sep	Jul								Music block	Mr R Croft
Choir (Wed lunchtime)	Sep	Jul								Music block	Mr R Croft
Music tech club (Thu lunchtime)	Sep	Jul								Music block	Mr R Croft
House Music	Sep	Mar								Music block	Mr R Croft
Clubs, Societies and Awards											
Chess Club	Sep	Jul								B1.1	Mr J Messenger
Architecture Design Group	Oct	Jun								TE1	Mr D Sibbald
Carnegie Shadowing Book Club	Mar	Jun								Library	Mrs J Hood
The Brilliant Club (by invitation)	Oct	Feb								Educational	Mrs C Cobbold
Dungeons and Dragons (Thur)	Sep	Jul								H1.B	Mrs H Cherniawsky
Duke of Edinburgh Award- Bronze	Sep	Jul								Event/Visit	Mrs C Uttley
Duke of Edinburgh Award- Silver	Sep	Jul								Event/Visit	Mrs C Uttley
Duke of Edinburgh Award- Gold	Sep	Jul								Event/Visit	Mrs C Uttley
Trips and Visits											
Criminology: Justice Museum	Jun									Trip/Visit	Mrs J Rampton
Criminology: Old Bailey	Dec									Trip/Visit	Mrs J Rampton
Psychology: Derren Brown	Oct									Trip/Visit	Mrs R Short
Drama: Woman in Black	Nov									Trip/Visit	Mrs A Affleck-Cruise
Philosophy: Conference	Dec									Trip/Visit	Mr A Bristow
Politics: Speakers & Parliament	Dec									Trip/Visit	Mr G Donohoe
Tech: The Design Museum	Feb									Trip/Visit	Mr D Sibbald
RS: Gurdwara - Sikhism Trip	Apr									Trip/Visit	Mr A Bristow
RS: Local Church	Oct									Trip/Visit	Mr A Bristow
RS: Auschwitz and Krakow	Jul									Trip/Visit	Mr A Bristow
RS: Places of Worship (Reading)	Jul									Trip/Visit	Mr A Bristow
English: An Inspector Calls Trip	TBC									Trip/Visit	Mrs S Meadows
English: Romeo and Juliet Trip	TBC									Trip/Visit	Mrs S Meadows
English: Poetry Live Trip	TBC									Trip/Visit	Mrs S Meadows

Extra Curricula Activity:	Start	End	Participating Year Groups							Location	Contact
			7	8	9	10	11	12	13		
MFL: Germany Trip	Jun									Trip/Visit	Mrs K McCabe
MFL: London French institute	Oct									Trip/Visit	Ms Bourienne
PE: Bude Residential	Oct									Trip/Visit	Mrs K Evans
Geography: Littlehampton	Oct									Trip/Visit	Mrs N Self
Geography: Southampton	Nov									Trip/Visit	Mrs N Self
Geography: Cadbury's World	Apr									Trip/Visit	Ms R Brinkman
Geography: Residential	Mar									Trip/Visit	Mrs N Self
History: Ypres and the Somme	Nov									Trip/Visit	Miss A Vinci
History: Tower of London	Oct									Trip/Visit	Miss A Vinci
History: Vietnam	Feb									Trip/Visit	Miss A Vinci
History: London (John Hunter)	Jul									Trip/Visit	Miss A Vinci
History: Windsor Castle	May									Trip/Visit	Miss A Vinci
All: Marwell Zoo Trip	Jul									Trip/Visit	Mrs S McCarthy
All: Ski Trip	Feb									Trip/Visit	Mrs E Williams
All: Thorpe Park Trip	Jul									Trip/Visit	Mrs C Cobbold

Key Stage 3 Teams and Clubs: Sport Opportunities for 2024-2025





CAREERS IN KEY STAGE 3 @YATELEY SCHOOL

KS3 is an exciting and important time in your educational journey. It's a time when you can start exploring your interests, building valuable skills, and laying the foundation for your future career.

careers@yateley.hants.sch.uk

Getting started...

Here are some steps you can take during KS3 to make the most of this period:

- 1. Get to know yourself:** Take a moment to reflect on your interests, strengths, and values. Think about the subjects and activities that bring you joy and the skills that come naturally to you. Explore a variety of subjects, hobbies, and extracurricular activities to discover what resonates with you.
- 2. Explore different careers:** Spend some time learning about various careers and industries that catch your attention. Research their requirements, daily tasks, and future prospects. You can find valuable insights through online research, careers websites, and even interviews with professionals in fields you're curious about.
- 3. Seek guidance:** Take advantage of the support provided by Tracy Bailey, our highly experienced Careers Adviser from EBP South. Tracy can offer valuable guidance and advice to help you navigate your career exploration journey.
- 4. Develop transferable skills:** Focus on building transferable skills that are valuable across different career paths. These skills include effective communication, critical thinking, problem-solving, teamwork, and digital literacy. Developing these skills will benefit you regardless of the specific career you choose.
- 5. Choose your subjects wisely:** Pay attention to the subjects you enjoy and excel in. Explore the different options available at Yateley School and choose subjects that align with your interests and potential career goals. Remember, you can always change your direction later if your interests evolve.

ENGAGE IN Y8

- Engage in the PSHE Program to further develop essential skills for your personal growth.
- Explore careers in specific subject areas to deepen your understanding.
- Benefit from an Army visit and a STEAM Workshop to gain exposure to different industries.

YEAR 7

YEAR 8

YEAR 9

START IN Y7

- Participate in the PSHE Program, which will provide valuable life skills and personal development.
- Learn about career options in different subject areas to expand your knowledge.

INSPIRED IN Y9

- Continue with the PSHE Program, which will focus on important aspects of personal and career development.
- Explore careers in subject areas to expand your knowledge and interests.
- Take advantage of opportunities such as Army visits, ASK Apprenticeships visits, and university visits to gain insights into various career paths.
- Make informed choices regarding your options for further study.

Core Subjects:

What we're studying this year...	How parents and carers can help...
English	
<ul style="list-style-type: none"> • Exploring the Gothic Tradition: Stories and poems: Where did the scary story come from? How does a writer hint at horror and can you bring alive the supernatural? How can vivid stories be brought to life on the page? • Literature of Other Cultures - Of Mice and Men: Is the American Dream available to all? What is true friendship and can you measure it? What about inappropriate racial terms and sexist terms – why are they used? The appropriacy of language. • Non-fiction Reading and Writing - Is fake news leaving us all confused about what is real and what isn't? This unit takes a close look at how the language of fact and opinion are presented throughout a variety of non-fiction texts. • Animal farm – How can language be used for persuasion? And, if in the wrong hands, how far can the power of language change whole societies. • Modern Drama and WW1 poetry- Journey's End: How does an audience experience a play? Does a writer's experience always influence their writing and can you understand their purpose? How do character and theme communicate deeper messages about society? How is this theme used in Poetry? Is it similar or different in different poem? Do you know your poetry techniques? 	<ol style="list-style-type: none"> 1. Visit Yateley Library or charity/book shops to find reading material that both you and your child enjoy and can share the pleasure of reading. 2. Reading is still a necessity and should be encouraged beyond what they may have lying around from Primary school – reading improves vocabulary – this is not English specific. 3. Show awareness that language has power - engage in conversations with your child to discuss how the intent of certain vocabulary choices and imagery can impact its audience. This might be discussing the ideas presented in a work of fiction or discussing the language choices in an advert or news article. 4. By contacting the English department or your student's teacher whenever you need additional support or have questions about the course English@yateley.hants.sch.uk.
Consisting of: 6 x Lessons per fortnight	
Mathematics	
<p>September-December:</p> <ul style="list-style-type: none"> • How many ways are there to find the size of an angle? Who still uses bearings and how do they work? How do you know if two lines are parallel or perpendicular? What impact do the limits of accuracy have on a measurement? How is pressure measured? How do mass, density and volume relate to each other? What is a histogram or a box plot and why are they used? <p>January-April:</p> <ul style="list-style-type: none"> • What is the difference between a linear and quadratic sequence? Can the measures of circles or spheres be stated exactly? What do reciprocal and exponential graphs tell us? How do we know if a triangle is right-angled? Can every quadratic equation be solved? What is the likelihood of events happening in a certain order? <p>May-July:</p> <ul style="list-style-type: none"> • What is the best way to manipulate very large and very small numbers? What is bivariate data and what can it tell us? How do we calculate missing angles in a right-angle triangle? 	<ol style="list-style-type: none"> 1. Ensure your child has all the Maths equipment that may be needed at all times. At any point a calculator, ruler, compass, protractor, pencil or rubber could be required in a Maths lesson. 2. Encourage your child to approach their Maths homework as an opportunity to ensure they have a good understanding of that specific topic, completing it with plenty of time to get help. 3. Students are encouraged to select areas for improvement following every topic assessment. Ask your child what topics they have chosen and let them describe what they have done to ensure their understanding has improved. This should involve 'doing' some Maths.
Consisting of: 7 x Lessons per fortnight	
Science	
<p>Building on prior knowledge and enhancing practical skills for the transition to GCSE</p> <ul style="list-style-type: none"> • Biology: What is in a cell and how do different cells help animals and plants survive? How do plants act as producers? How does genetic inheritance work? How do new species evolve? How do enzymes work as biological catalysts? • Chemistry: How can we use the particle model to explain solutions? How do we choose separation techniques? What is an atom, what is inside them and how are they linked to the Periodic table? How can we model and represent chemical changes? Is salt the only salt? • Physics: How do forces impact speed and movement of an object? How many different types of energy are there? Why do ripples form when we throw rocks in water? How does energy change if we throw a ball off a roof? How can we investigate resistance in a circuit? How do we use equations to find things we can't measure? 	<ol style="list-style-type: none"> 1. Set time aside to talk through the Science that they're learning in class. Ask them to explain it to you, and/or try and relate it to your daily life. 2. There are many science programmes on TV now, some are specific to physics (watching anything presented by Brian Cox or Jim Al-Khalili would be excellent), other programmes are specific to biology and chemistry, BBC, Discovery Channel & Smithsonian are good sources. 3. Visit the Science & Natural History Museums in London, The Science Centre in Winchester or The National Space Centre in Leicester.
Consisting of: 6 x Lessons per fortnight	

Physical Education	
<ul style="list-style-type: none"> Do you promote the enjoyment and engagement in physical activity in lessons and extracurricular activities? Have you built foundations for GCSE through increasingly competitive sport and activity? Can you identify and explain the components of fitness and development of physical fitness through the introduction of fitness testing? Can you analyse and evaluate skills to implement tactical decisions and develop physical performance. Do you demonstrate leadership skills in an array of different roles; captain, coach, referee/umpire, scorer? Can you explain and justify the development of personal core values and strength of character through team sports, OAA and team building activities? Have you achieved in all 5 domains of the ME in PE assessment ladder? 	<ol style="list-style-type: none"> Encourage an active lifestyle – More walking less driving, sports clubs or Gym memberships. Healthy meal plans – encourage students to be involved in buying, prepping and cooking meals. Encourage face to face socialising.
Consisting of:	
2 x Lessons per fortnight	
PSHEE (Personal Social Health and Economic Education) + RSE (Relationship Sex Education)	
<ul style="list-style-type: none"> Relationships and Sex Education: FGM and the law. Sexual consent and the law. Pleasure and masturbation. Delaying sexual activity. Why have sex? Relationships and partners. What are STI's (main types). Treating STI's and clinics. Contraception – fact hunt/show and tell. Contraception – condoms. Contraception explored. Sexual harassment and stalking. HIV and AIDS. HIV – discrimination and prejudice. Health and Wellbeing: What is a penis (body confidence). What is a vulva (body confidence). HBT – bullying in all its forms. Dealing with grief and loss and the stages. Media and air brushing (unrealistic body image expectations). How self esteem changes. Cancer prevention and healthy lifestyles. Rights, Responsibilities and British Values: Conspiracy and fake news. Extremism in all its forms. Terrorism (far right and Islamist). What are British values? The radicalisation processes. How does Counter Terrorism work? Anti-Semitism. Life Beyond School: Failure to success. Social media and online stress FOMO. First aid (how to administer CPR – defibrillators). Importance of happiness (improving mental health). Anger management. Employment and financial management. Importance of saving money. Staying Safe, Online & Offline: Introduction to drugs education. Drugs – cannabis products. Drugs and their classifications. Drugs – illegal drugs (party drugs). Drugs illegal (class A and B). Volatile substance abuse. Different types of addictions. 	<ol style="list-style-type: none"> Go through any resources which are shared from the school for further information Discuss your children's lessons with them. Express opinions about the issues raised while remaining open to the possibility that you may be wrong. Watch lots of current affairs programmes and listen with your child to items on Radio 4. TED talks are also an excellent mind-expanding forum.
Consisting of:	
1 x Lesson per fortnight	

Ebaccalaureate Subjects:

What we're studying this year...	How parents and carers can help...
History	
<ul style="list-style-type: none"> World War One Was an assassination the most important cause of WW1? Was General Haig a British hero or a villain? Why did the allies break the stalemate in 1918? How did 'real' people impact WW1 at home and away? What was Germany's reaction to the Treaty of Versailles? Russian Revolution: Why wasn't Russia part of the negotiations for the Treaty of Versailles? 20th century Dictators: How did Hitler become dictator of Germany? How unique was Hitler? World War Two: Was Appeasement the most important cause of WWII? What was the most important turning point of WW2? How did different countries violate the rules of war during WW2? The Holocaust: How did Nazi treatment of Jews change between 1933- 1945? How did the Nazis persecute 'asocials'? Genocide: How well did the United Nations keep its promise of "never again?" 	<ol style="list-style-type: none"> Visiting sites and museums such as the Victoria and Albert Museum, The British Museum, the Museum of London and Hampton Court will bring the subject to life! By engaging in conversations with your child to connect them with their family history and, by extension, to the world around them. When discussing History always be keen to ask "why?" to boost their understanding and develop deeper thinking. By contacting the History department whenever you need additional support or have questions about the course history@yateley.hants.sch.uk.
Consisting of:	
3 x Lessons per fortnight	

Geography	
<ul style="list-style-type: none"> • The Earth's future: What are the natural causes of climate change? How can we measure past climates? What is causing climate change? What are the impacts of climate change? • Hazardous Earth: What is it like in the centre of the earth? Why do tectonic plates move? How do we manage tectonic hazards? • Study of Asia: What are the physical features? What are the human features? How have countries changed over time? How is Asia developing into a global economic region? How is Asia being transformed? • Cold environments: What are glaciers? How have glaciers altered our landscape? How are these environments used? What has happened to our glaciers? What challenges do cold environments face? • Battle of the Biosphere: What is a biome? What resources does the biosphere provide? What is the importance of the biosphere to our planet? • Consuming Energy Resources: What different types of energy are available? What factors impact our access to energy? What are the costs and benefits of over reliance on fossil fuels? 	<ol style="list-style-type: none"> 1. Going for walks – investigating your local area – this can help with map reading skills but also an appreciation of different human and physical environments 2. Watch Geographical documentaries and television programmes 3. Discuss what is in the news – lots of stories relate and link to Geography and by contacting/following @Geography_YS on twitter for department updates and articles.
Consisting of:	
3 x Lessons per fortnight	
French	
<ul style="list-style-type: none"> • My life as a teenager – Talking about Facebook, can I arrange to go out, describe a date and talk about music I like? • Healthy lifestyle – What constitutes a healthy lifestyle? How do we keep fit and take care of our bodies through food and exercise? • Future plans – Why do we learn languages? What job would I like in the future and what jobs have I previously done? • Holidays – Can I describe holidays and what I take with me, what happened on holiday, and where I visited? • Me in the world – What are teenagers allowed to do? What is important to them, what do they buy and what makes you happy? 	<ol style="list-style-type: none"> 1. Find anyone in your family who can have a chat to the student in the language on a regular basis 2. Encourage your student to steadily revise vocab and try one of the apps like duolingo daily 3. Help prepare for end of unit assessments together by revising vocab and grammar
Consisting of:	
2 or 4 x Lessons per fortnight	
German	
<ul style="list-style-type: none"> • Food: What do I like and dislike to eat and why? What do I have for different meal times? What are typical foods in German speaking countries? • Pastimes: What sports do I play, and what activities do I and other people do, including online? What happens to word order when I introduce time phrases into sentences? On holiday this summer? Can I describe a past holiday and how it went? • Where I live: Where is my home located and what do I like and dislike about it? What do I do at home, when and where? • Holidays – Where do I plan to go on future holidays? How will I get there, what will I do on holiday and where will I stay? How does the future tense work in German? 	<ol style="list-style-type: none"> 1. Find anyone in your family who can have a chat to the student in the language on a regular basis 2. Encourage your student to steadily revise vocab and try one of the apps like duolingo daily 3. Help prepare for end of unit assessments together by revising vocab and grammar
Consisting of:	
0 or 2 x Lessons per fortnight	
Spanish	
<ul style="list-style-type: none"> • Food: What do I like and dislike to eat and why? What do I have for different meal times? What are typical foods in Spanish speaking countries? • Pastimes: What sports do I play, and what activities do I and other people do, including online? What happens to word order when I introduce time phrases into sentences? On holiday this summer? Can I describe a past holiday and how it went? • Where I live: Where is my home located and what do I like and dislike about it? What do I do at home, when and where? • Holidays – Where do I plan to go on future holidays? How will I get there, what will I do on holiday and where will I stay? How does the future tense work in Spain? 	<ol style="list-style-type: none"> 1. Find anyone in your family who can have a chat to the student in the language on a regular basis 2. Encourage your student to steadily revise vocab and try one of the apps like duolingo daily 3. Help prepare for end of unit assessments together by revising vocab and grammar
Consisting of:	
0 or 2 x Lessons per fortnight	

Computer Science	
<ul style="list-style-type: none"> • September-December: How can I solve more complex problems and give the solutions in flowchart?. How can I solve more complex challenges using the Python programming language? Do I understand how to keep safe online with regard to selfies and sexting? • January-April: How can I design an App that people would want to use? How do I write the code for an App? • May-July: How can I design a game that people would want to play? How do I write the code for a game? How do I use IT products to support the running of an Animal Shelter or a Festival? 	<ol style="list-style-type: none"> 1. Encourage your child to understand how important ICT & Computing are to their future life, explain how you use it in your lives. 2. Encourage your child to approach their ICT & Computing homework as an opportunity to ensure they have a good understanding of that specific topic, completing it with plenty of time to get help before the due date. 3. Encourage your child to contact their teacher if they are struggling with a topic to get extra help.
Consisting of:	1 x Lesson per fortnight

Open/Creative Subjects:

What we're studying this year...	How parents and carers can help...
Religious Studies	
<ul style="list-style-type: none"> • Prejudice and the Holocaust: Why are people prejudiced? What leads to discrimination and how did Hitler turn Germany against the Jews? What happened to the Jews on Europe under Hitler? Why did God allow the Holocaust to happen? Is it right to forgive or should you take revenge? Could the Holocaust happen again? A exploration of the life of a Holocaust Survivor. • Religion and Ethics: What is the sanctity of life? Is it ever ok to take a life? Is abortion ever a moral choice? Is the death penalty a suitable punishment for murder? Is euthanasia the same as murder? Should we use Genetic Engineering to design a baby? • Islam: What was life like in Arabia before Islam? Why do Muslims follow Muhammad? What are the five pillars of Islam? Why do Muslims prayer towards Makkah and the Ka'ba? What is the value of praying five times a day? Why do Muslims travel to Saudi Arabia once in their lifetime? 	<ol style="list-style-type: none"> 1. Visiting places of worship such as Churches, Mosques and Gurdwaras in London. Attending the RS trips to places of worship. 2. By engaging in conversations with your child about current ethical topics in the news and media, abortion, euthanasia, crime and punishment and extremism are often debated in the press. 3. Read the 'His Dark Materials Trilogy' by Philip Pullman – full of religious and ethical themes to stimulate discussion.
Consisting of:	2 x Lessons per fortnight
Design Technology	
<ul style="list-style-type: none"> • Jewellery Design - What is Memphis Design? Why is Phillipe Starke? What are Zaha Hadid's greatest works? Which of these designers do I prefer? How to sketch in 3D. What is the difference between Ferrous, Non Ferrous and Alloyed metals? How can I use 2D design to produce an original 3D product in Pewter? How to cast metal safely and accurately. How to finish metal to a mirror finish. • Causes and Concerns – How to "speak" in 3D. How can I create shapes/forms that communicate emotion? How can I develop a narrative using words and pictures? How to produce Isometric design drawings, how to render to show colour and texture. How the use of CAD can effectively show a design concept? 	<ol style="list-style-type: none"> 1. Visit the Design Museum in London and the Royal College of Art Summer Show which features Product Design, Architecture, Textiles and the whole range of Design special areas. 2. Make sure your suggestions for help are accepted, two or three heads are better than one (they can ignore it later at school but will have a choice). 3. Help students with their research effort particularly by acting as a client or end user.
Consisting of:	1 x Lesson per fortnight
Food Technology	
<ul style="list-style-type: none"> • Do you know how to prepare food safely? What are the critical temperatures when preparing food? How does bacteria multiply? Is all bacteria harmful? What are the symptoms of food poisoning? What are the types of contamination? How is food preserved? What are the nutrients teenagers need? • Can you describe a range of food allergies and intolerances? What are the functions of protein? What are amino acids? Can you describe what gelatinisation of starch means? What does coagulation mean? Can you set up a fair pastry test? What is a control sample? Can you explain the functions of ingredients of bread and yeast? Can you explain why carbohydrates are needed? Do you understand the different types of heat transfer? <p>Practicals Spaghetti Bolognese, sweet and sour, toad in the hole, lemon cheesecake, mince pies, Bakewell tart, pasty investigation, macaroni cheese, enchiladas, chicken tikka masala, chicken stir fry, meatballs and tomato sauce, fish fingers and mayonnaise, flatbread and hummus.</p>	<ol style="list-style-type: none"> 1. To help you child organise themselves for practical lessons but encourage them to pack and weight ingredients themselves. To give them feedback on the dishes they make. 2. To encourage your child to cook at home and to cook with them to build up enthusiasm and confidence.
Consisting of:	1 x Lesson per fortnight

Art	
<ul style="list-style-type: none"> • The Project Project: How do you develop an idea? How can different approaches to drawing the same thing create very different results? How do you make 3D drawings? How do you play with ideas? Why is a sculpture of a drawing of a drawing of an apple not an apple? • Artist Research: How do you analyse Art? What is an artist's style? How do you know what a typical piece is? What objective elements can you comment on? How is mood created? What is a transcription? • Book Design: Independent working. How do you choose a personal theme? How do you show research? How do you respond creatively to a brief? How can you use exemplars without just copying them? 	<ol style="list-style-type: none"> 1. Talk to your child about their work. Ask them to explain what they are doing and why. Being asked to verbalise their ideas will help them bring clarity to their thinking. 2. Create space for them to work at home – preferably somewhere where they can leave work set up. 3. Visiting galleries and museums is good but even visiting places where they may come across interesting art, design or architecture. Encourage them to take lots of photos and then select the best.
Consisting of:	
1 x Lesson per fortnight	
Drama	
<p>Stage Fighting: What is stage fighting? How do we do it? What is naturalism? How can we use this to create naturalistic theatre and build tension? How can we use physical control to create audience illusions? How can design work impact this, for example, make up?</p> <p>Performing a script: Blood Brothers (GCSE link): How do we lift Drama from the page to the stage? How does our knowledge of the social, cultural historical background of a play impact our portrayal of characters? How do design elements (lights/sound/set/costume) impact a performance? How do we use these alongside acting to create audience impact?</p> <p>Theatre in Education (GCSE link); How can Theatre be used to educate and change society? Does it have that power? What skills are needed to create educational theatre? How can we use these skills to create educational theatre about issues that matter today?</p> <p>Option: Devising Theatre based on a stimulus (GCSE link- 2 half terms): What is improvisation? How do we create Drama from scratch? How do we use a stimulus to create ideas? How do we develop these in performance</p>	<ol style="list-style-type: none"> 1. Encourage students to get involved in extra curricular Drama (House Drama or the Main School production) 2. Take students to the theatre 3. Rehearse at home - help students learn their lines - encourage them to read the full play
Consisting of:	
1 x Lesson per fortnight	
Music	
<ul style="list-style-type: none"> • Advanced Keyboard Skills and Theory: Perfecting complex finger exercises, advanced hand positioning, and in-depth understanding of the music alphabet, keyboard geography, and note identification through intricate pieces. • Complex Rhythm, Tempo, and Music Reading: Studying intricate beat patterns, advanced time signatures, and challenging note values to refine rhythm and sight-reading skills. • Enhanced Playing Techniques: Developing advanced legato, staccato, slurs, and dynamic control, exploring complex melodies and harmonies from various musical periods and styles. • Composition and Musical Styles: Engaging in composition projects using DAWs like Logic Pro, exploring Jazz, Blues, Contemporary, and other musical styles to create and refine original music. • In-depth Musical Elements and Harmony: Delving into timbre, texture, dynamics, advanced tonality, and harmony, practicing complex chord progressions, cadences, and modulations to enhance theoretical knowledge and practical skills. 	<ol style="list-style-type: none"> 1. Supporting students in their aspiration to learn to play chosen music instrument. 2. By engaging in conversations with your child about music to connect them with the music you appreciate and enjoy. 3. Sharing with your child your own vinyl/cassette tape/CD/download collection and engaging them in active listening. 4. Visiting music concerts, festivals and gigs with your child.
Consisting of:	
1 x Lesson per fortnight	
Dance	
<ul style="list-style-type: none"> • Developing Physical Skills: What is Contemporary Dance? How can I develop my physical skills to enhance performance (strength, flexibility, stamina, control etc) • Developing Contact Skills: How to use Contact work to explore the theme of 'Manipulation'. How can I use choreographic devices and dance relationships that help realise the theme? • Exploring physical and technical skills: Insight into professional repertoire 'A Linha Curva' on the GCSE Dance syllabus. Devising solo work and performing as part of an ensemble. The importance of spatial awareness. • Developing expressive skills through Musical Theatre: What is Musical Theatre? What are 'expressive skills' and how can they enhance a performance? • Responding to a stimulus: What is a stimulus? How do I find out more about the stimulus? How can I plan a dance idea? What key skills need to be included at GCSE level 	<ol style="list-style-type: none"> 1. Take part in extra curricular activities e.g. Dance Live, Gremlin Dance Challenge, House Dance 2. Attend theatre trips to see professional dance companies 3. Watch 'Why study Dance?' (3 min 22) https://www.youtube.com/watch?v=iOOp3TEERog 4. Take part in dance or fitness classes outside of school
Consisting of:	
1 x Lesson per fortnight	

Still got questions?

We are always happy to help, so if you want to contact us in relation to any issue, please use the following details:

Absence: attendance@yateley.hants.sch.uk

Admin: admin@yateley.hants.sch.uk

Examinations: exams@yateley.hants.sch.uk

Finance: finance@yateley.hants.sch.uk

Kitchen/catering: kitchen@yateley.hants.sch.uk

Learning support: studentsupport@yateley.hants.sch.uk

Pastoral/wellbeing: Please email your child's tutor for pastoral issues. If you wish to contact the head of house then please email: ahoh@yateley.hants.sch.uk

Subject questions: <https://www.yateleyschool.net/staff-and-departments/>

Personal Development Plan

What we're studying this year...	How parents and carers can help...
Tutor Time, Safeguarding & Personal Development Education	
<ul style="list-style-type: none"> • Peer on Peer - Child on Child (Term 1): Looking into the different forms of child on child abuse that can happen, examples being Bullying (including cyberbullying), Online safety and social media, Prejudice based bullying, Upskirting. • Crime (Term 2): Education and support around crime, examples being Child abduction, County Lines, Cybercrime, Family members in prison. Serious violent crime (violence) and organise crime groups, Sharing of nude/semi-nude images (including sexting), Trafficking. • Different Forms of Abuse (Term 3): Education and awareness of the different forms of abuse and how students might recognise them and seek support, examples being Child Criminal Exploitation (CCE), Child Sexual Exploitation (CSE), Domestic Abuse, Emotional Abuse, Financial Abuse, Grooming, Neglect, Physical and Verbal Abuse, Sexual Abuse, Sexual Harassment and Violence, etc. • Charity (Term 4): Looking into not only the house charities but local community charities. What do we know about the charities and what is charity important? What can we do as individuals, groups or a school as a whole to support charities? • Mental Health (Term 5): Looking into understanding and being able to identify the impact of mental health and wellbeing which also includes the awareness of Peer on Peer (Child on Child) Abuse and Teenage Relationships. • Single Focus Points (Term 6): One off topic which are covered, examples being Homelessness, Hazing or Initiation Rituals, Children Missing from Education (CME), Stalking, Honour Based Abuse and Radicalisation, etc. • Literacy Development (Term 1 to 6): Reading sessions in tutor time allowing students to develop their literacy skills as well as their understanding of language. 	<ol style="list-style-type: none"> 1. By engaging in conversations with your child about the focus point in each weekly tutor session which will be shared via the weekly parent school bulletins. 2. By encouraging your child to read anything! Did you know research shows that a child who reads/is read to for 5 minutes a day will expose them to around 400,000 words a year? Increasing that to 21 minutes exposes them to 1,823,000 words a year. 40 minutes results in 3,646,000 words a year. 3. Go through any resources which are shared from the school for further information
Consisting of: 5 x 25-minute tutor sessions per week	

What we're studying this year...	How parents and carers can help...																																												
National Focus Days																																													
<ul style="list-style-type: none"> • There are numerous national and global focus awareness events which we make students aware of and where possible education around their importance. Some of these include: <table border="1" data-bbox="113 1361 962 1966"> <tbody> <tr> <td>National Read A Book Day</td> <td>Sexual Health Week</td> <td>Youth Mental Health Day</td> <td>Recycle Week</td> </tr> <tr> <td>Black History Month</td> <td>National Braille Week</td> <td>Family Learning Festival</td> <td>ITS NOT OK Day</td> </tr> <tr> <td>National Stress Awareness Day</td> <td>Remembrance Day</td> <td>Anti-Bullying Week</td> <td>Road Safety Week</td> </tr> <tr> <td>Veg Pledge</td> <td>Christmas Jumper Day</td> <td>National Grief Awareness Week</td> <td>New Year's Resolutions</td> </tr> <tr> <td>STIQ Day</td> <td>Big Energy Saving Week</td> <td>Parent Mental Health Day</td> <td>LGBT History Month</td> </tr> <tr> <td>Time to Talk Day</td> <td>Sexual Abuse & Sexual Violence Awareness Week</td> <td>Children's Mental Health Week</td> <td>Safer Internet Day</td> </tr> <tr> <td>World Book Day</td> <td>100 Miles in March for Mind</td> <td>National Careers Week</td> <td>British Science Week</td> </tr> <tr> <td>Mothering Sunday</td> <td>Stress Awareness Month</td> <td>National Share A Story Month</td> <td>Mental Health Awareness Week</td> </tr> <tr> <td>National Children's Day</td> <td>National Conversation Week</td> <td>Child Safety Week</td> <td>BNF Healthy Eating Week</td> </tr> <tr> <td>Learning Disability Week</td> <td>Father's Day</td> <td>Children's Art Week</td> <td>Thank You Day</td> </tr> <tr> <td>World Population Day</td> <td>Festival of British Archaeology</td> <td></td> <td></td> </tr> </tbody> </table>	National Read A Book Day	Sexual Health Week	Youth Mental Health Day	Recycle Week	Black History Month	National Braille Week	Family Learning Festival	ITS NOT OK Day	National Stress Awareness Day	Remembrance Day	Anti-Bullying Week	Road Safety Week	Veg Pledge	Christmas Jumper Day	National Grief Awareness Week	New Year's Resolutions	STIQ Day	Big Energy Saving Week	Parent Mental Health Day	LGBT History Month	Time to Talk Day	Sexual Abuse & Sexual Violence Awareness Week	Children's Mental Health Week	Safer Internet Day	World Book Day	100 Miles in March for Mind	National Careers Week	British Science Week	Mothering Sunday	Stress Awareness Month	National Share A Story Month	Mental Health Awareness Week	National Children's Day	National Conversation Week	Child Safety Week	BNF Healthy Eating Week	Learning Disability Week	Father's Day	Children's Art Week	Thank You Day	World Population Day	Festival of British Archaeology			<ol style="list-style-type: none"> 1. By engaging in conversations with your child about the focus event (shared via the weekly parent bulletin). 2. Encouraging your child to participate in national focus days, especially if it is an area of interest. 3. Get involved with fundraising, campaigning and any other events that can boost the wellbeing of others.
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